

TEACHER(S): JOHNSON, BAILEY

SUBJECT: ECONOMICS

WEEK OF: September 14 – 16, 2015

WEEK: 6

DAY	Standard Addressed	Activities	Instructional Strategies	Resources	Assessment
MON	<p>SSEF2 The student will give examples of how rational decision making entails comparing the marginal benefits and the marginal costs of an action.</p> <p>a. Illustrate by means of a production possibilities curve the trade-offs between two options.</p>	<p>Do Now: Is the PPF graph a model?</p> <p>Opening/Tie-in: now move to hands-on work for EF 2a</p> <p>Work Session: 1. Morton 2A – PPC 1 Ind/Pair 2. Morton 2B – PPC 2 Ind/Pair 3. Morton 2D – Capital Goods and Consumer Goods Ind/Pair 4. Morton 2E – Capital Goods and Consumer Goods Ind/Pair 5. Review all sheets WG</p> <p>Closing: Could you answer these questions with a schedule instead of a PPF? <i>(Power Block: Regulate the Dating Market – read and check vocabulary)</i></p>	<input checked="" type="checkbox"/> Whole Group <input type="checkbox"/> Small Group <input checked="" type="checkbox"/> Paired <input checked="" type="checkbox"/> Independent <input checked="" type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Differentiation <input type="checkbox"/> Other	<p>Morton 2 handouts Smartboard PB Reading</p>	<p>Formative: Teacher Observation Q&A Morton results</p> <p>Summative:</p>
TUES	<p>SSEF2 The student will give examples of how rational decision making entails comparing the marginal benefits and the marginal costs of an action.</p> <p>a. Illustrate by means of a production possibilities curve the trade-offs between two options.</p>	<p>Do Now: Which PPF is the constant opportunity cost? Bowed or straight?</p> <p>Opening/Tie-In: another way to say the same thing plus creating a PPF</p> <p>Work Session: 1. PPF Video explanation (15 min) WG 2. Practice Drawing and marking the PPF Ind 3. Review practice</p> <p>Closing: What is now clearer after the video? <i>(Power Block: Read intro and 1. Who's allowed to date? and provide reasons you agree or disagree)</i></p>	<input checked="" type="checkbox"/> Whole Group <input type="checkbox"/> Small Group <input type="checkbox"/> Paired <input checked="" type="checkbox"/> Independent <input checked="" type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Differentiation <input type="checkbox"/> Other	<p>PPF Video Graph paper PB Reading</p>	<p>Formative: Teacher Observation Q&A Practice results</p> <p>Summative:</p>
WED	<p>SSEF2 The student will give examples of how rational decision making entails comparing the marginal benefits and the marginal costs of an action.</p> <p>a. Illustrate by means of a production possibilities curve the trade-offs between two options.</p>	<p>Do Now: Get notes ready for Quiz</p> <p>Opening/Tie-In: verify understanding and note quality</p> <p>Work Session: 1. Quiz – Draw and mark a PPF (open notes) Ind 2. Review quiz results WG 3. Stossel Video 2012 # 2 – Cash for Clunkers WG 4. Why resources are not transferrable and result in increasing opp cost</p> <p>Closing: Why was your PPF not perfect? <i>(Power Block: Read 2. Dating tickets and provide reasons you agree or disagree)</i></p>	<input checked="" type="checkbox"/> Whole Group <input type="checkbox"/> Small Group <input type="checkbox"/> Paired <input checked="" type="checkbox"/> Independent <input checked="" type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Differentiation <input type="checkbox"/> Other	<p>PPF Quiz Stossel video PB Reading</p>	<p>Formative: PPF Quiz</p> <p>Summative:</p>
THUR	<p>SSEF2 The student will give examples of how rational decision making entails comparing the marginal benefits and the marginal costs of an action.</p> <p>a. Illustrate by means of a production possibilities curve the trade-offs between two options.</p>	<p>Do Now: What are the two areas highlighted in the PPF?</p> <p>Opening/Tie-In: prepare for the MC portion of Test 1-2 (PPF)</p> <p>Work Session: 1. Practice PPF MC Qs (852_PPC.pdf) Ind 2. Review results WG</p> <p>Closing: Can you be on the frontier/curve in the real world? <i>(Power Block: Read 3. Breakups and What about freedom? & provide reasons you agree or disagree)</i></p>	<input checked="" type="checkbox"/> Whole Group <input type="checkbox"/> Small Group <input type="checkbox"/> Paired <input checked="" type="checkbox"/> Independent <input checked="" type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Differentiation <input type="checkbox"/> Other	<p>Practice Q Set PB Reading</p>	<p>Formative: Teacher Observation Q&A Practice results</p> <p>Summative:</p>
FRI	<p>SSEF2 The student will give examples of how rational decision making entails comparing the marginal benefits and the marginal costs of an action.</p> <p>a. Illustrate by means of a production possibilities curve the trade-offs between two options.</p>	<p>Do Now: Does a nation have a "best" location along the PPF?</p> <p>Opening/Tie-In: prepare for the MC portion of Test 1-2 (PPF)</p> <p>Work Session: 1. Practice PPF MC Qs Ind 2. Review results WG</p> <p>Closing: What is your area of weakness? <i>(Power Block: Explain why this idea would work or not work – paragraph or more; for a grade)</i></p>	<input checked="" type="checkbox"/> Whole Group <input type="checkbox"/> Small Group <input type="checkbox"/> Paired <input checked="" type="checkbox"/> Independent <input checked="" type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Differentiation <input type="checkbox"/> Other	<p>Practice Q Set PB Reading</p>	<p>Formative: Teacher Observation Q&A Practice results</p> <p>Summative:</p>